

**Equity and Higher Education Annotated Bibliography Series**  
**Postgraduate Study and Equity**

Citation	Annotation
<p>Boden, R., &amp; Nedeva, M. (2010). Employing discourse: universities and graduate 'employability', <i>Journal of Education Policy</i>, 25(1): 37-54.            DOI: 10.1080/02680930903349489</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> Massification in Higher Education systems has led to new conceptions of what university education is and what it perhaps should be. In the UK, changes in the relationship between HE institutions and the state that (mostly) funds them have led to questions about university qualifications and the constructed notion of 'employability'.</p> <p><b>Aim:</b> To interrogate discourses relating to the concept of 'employability' in relation to the role of Higher Education and the shifting power of the state to influence labour markets to privilege existing forms of capital. One discourse sustaining and justifying massification has been that of a Social Justice imperative. The authors challenge this as a truly legitimising discourse, suggesting that massification could be simply the newest way of producing workers so that the UK can compete in the global knowledge economy.</p> <p><b>Findings:</b>            Employability is increasingly a function of universities that is shaped by governments seeking to replace labour markets. The authors argue this has three implications:            1). increasing power for employers and employer groups;            2). two tiers of universities (those that produce employees and those that produce employers);            3). adverse impact on pedagogy and curricula.</p> <p><b>Relevance to PGCW/ equity:</b> As the modern massification in undergraduate higher education continues, and the so called 'neoliberalisation' of universities continues, how possible will it be for students from differently privileged backgrounds to maintain footing in the qualifications arms race?</p> <p><b>Pedagogical intervention suggested?</b> Clear reference to the importance of capacity building education and, for example, Freirean approaches in terms of opposing the 'banking' pedagogical model the authors suggest the discourses being critiqued encourage in the 'neoliberal university'.</p>

	<p><b>Points to future research agenda?</b> Exploring the ‘prospect of the reward’ from PGCW study among certain groups of students to understand whether they will be reluctant to self-invest in their education when they might not have ready cash or available credit to do so.</p>
<p>d’Aguiar, S., &amp; Harrison, N. (2015). Returning from earning: UK graduates returning to postgraduate study, with particular respect to STEM subjects, gender and ethnicity. <i>Journal of Education and Work</i>, DOI: <a href="https://doi.org/10.1080/13639080.2014.1001332">10.1080/13639080.2014.1001332</a></p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> In the UK, it has been argued that students graduate from higher education lacking skills necessary for employment. Graduates of STEM disciplines in particular (Science, Technology, Engineering and Mathematics) have been described in public commentary as being unready for the world of work.</p> <p><b>Aim:</b> To fill a perceived gap in the literature where the authors report little empirical work has been done to analyse national quantitative data, with particular reference to the asserted hypothesis that “STEM graduates are, on average, less prepared for graduate employment than their peers who studied non-STEM subjects.”</p> <p><b>Hypothesis:</b> Author’s own hypothesis to be explored through examining publicly available data is in opposition to the public commentary; “Those entering the workforce and then returning for taught postgraduate study are primarily doing so due to underemployment in the period following graduation.”</p> <p><b>Methodology:</b> Binary logistic regression of three large-scale national datasets from the UK including the results of the Destinations of Leavers from Higher Education surveys.</p> <p><b>Findings:</b></p> <ol style="list-style-type: none"> <li>1). a range of educational, demographic and employment-based variables have a significant relationship with the propensity to return for taught postgraduate study;</li> <li>2). returners tend to be high achievers from elite universities in low skill work after graduation, as well as women and those from minority ethnic communities, suggesting a mix of individual and structural factors;</li> <li>3). STEM graduates were significantly less likely to return, challenging the argument advanced by some in the UK community that “STEM graduates are, on average, less prepared for graduate employment than their peers who studied non-STEM subjects.”</li> </ol> <p><b>Relevance to PGCW/ equity:</b></p>

	<p>“...findings add weight to the contention that women and those from ethnic minority communities are finding and/or perceiving it difficult to compete on a level playing field; this feature appears particularly strong within STEM subjects.”</p> <p><b>Pedagogical intervention suggested?</b> Not really.</p> <p><b>Points to future research agenda?</b></p> <p>1). Replicating study with access to SES data as it is noted as a potential factor that could not be included in the analysis</p> <p>1). Better understanding why pre-1992 university graduates are nearly twice as likely to return than post-1992 university graduates given that these are historically institutions accepting more privileged students.</p> <p>2).The samples reference also includes a large number of returners that do not fit the ‘typical’ profile. A more qualitative effort to understand the full range of factors and unpick the quantitative patterns would be a contribution to the field.</p>
<p>Gale, T. &amp; Parker, S. (2014). Navigating student transition in higher education: induction, development, becoming, <i>Universities in transition: foregrounding social contexts of knowledge in the first year experience</i>, University of Adelaide Press, Adelaide, S. A., pp.13-39.</p> <p>AUS</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> The growing OECD trend to massification in higher education has led to an increased interest in methods and modes of student transition. During this time, ‘transition’ as a concept has mostly remained uncontested and one-dimensional.</p> <p><b>Aim:</b> The authors aim to problematise the notion of transition in higher education. They aim to better theorise the concept of transition, in ways that are sympathetic to the lived experiences of students.</p> <p><b>Findings:</b></p> <p>1). transition tends to be conceived of in three ways — as induction, transformation and becoming — each of which lead to different transition policies, programs and research endeavours.</p> <p>2). much policy, research and practice in relation to student transition into HE is disconnected from the extensive research literature on youth and life transitions and from education and social theory.</p> <p>3). the current dominant conception of student transition into HE tends to lead to policy, research and practice that are largely system-driven and system-serving.</p> <p>4). interest in student transition into HE has focused narrowly on undergraduate students, particularly those in their first year, who are undertaking courses in a select cluster of disciplines.</p>

	<p><b>Relevance to PGCW/ equity:</b>  <b>Pedagogical intervention suggested?</b>  Reference to a 'transition pedagogy' approach rather than actual pedagogical interventions themselves. This approach would be to designing higher education that is “<i>coherent</i> (institution-wide policy, practice and governance structures), <i>integrated</i> (embedded across an entire institution and all of its disciplines, programs, and services), <i>co-ordinated</i> (a seamless FYE that is institution-wide, rather than separate, 'siloed' initiatives) and <i>intentional</i> (an awareness that curriculum is what students have in common and using curriculum to influence the experience of all students).” p.20</p> <p><b>Points to future research agenda?</b>  “...future research in the field needs to foreground students' lived realities and to broaden its theoretical and empirical base if students' capacities to navigate change are to be fully understood and resourced.”</p>
<p>Harvey, A. &amp; Andrewartha, L. (2013). Dr Who? Equity and diversity among university postgraduate and higher degree cohorts. <i>Journal of Higher Education Policy and Management</i>, 35(2): 112-123.</p> <p>AUS  Annotated by Sally Baker  13-03-16</p>	<p><b>Aim:</b> Paper considers nature and extent of under-representation in PG and proposes institutional/policy responses.</p> <p><b>Context:</b> Set in post-Bradley context, reviews international literature/policy/statistics; focuses attention on Australian HE. Low SES/rural &amp; remote students are least likely to proceed to PG study (cites Heageney, 2010 statistic: only 10.5% of Aus PG cohort = low SES; in 2008, only 11% of PhD students in Aus were r&amp;r. Sets out argument for focusing on PG level: PG students earn more, more likely to hold professional/ managerial positions, more likely to enjoy their work (p.114-5). Discusses issue of elite universities/ higher loading of PG/ PhD students – mentions that Australians are more likely to remain at same institution for UG &amp; PG study – thus diversification of student body at UG level in elite unis = significant to PG context. Discusses financial barriers for students, especially low SES students (p.117), including issues with Centrelink support/ income support for PG (noting that PGCW applicants receive significantly less \$\$ than UG students)</p> <p><b>Relevance to PGCW/ equity:</b> Discusses 'pipeline' effect of PG (example of University of Melbourne, p.119) – could extend a system already working for high performing school students that guarantees PG place to low SES students: “Guaranteeing postgraduate entry for a specified group of low socio-economic students could be a useful strategy to raise awareness of, and enthusiasm for,</p>

	<p>postgraduate options among disadvantaged Year 12 cohorts” (p.119). Also cites UNE/ Uni Sydney partnership. Mentions McNair Program in US (prepares selected UG students for doctoral studies, targeting academically capable first generation students in financial need/ students from under-represented groups). Also suggests appropriating Entry Access Schemes for PG applications, revised supervisory arrangements, increase in peer mentoring networks and academic advice and information about advantages of PG studies. Aus gov’t could extend participation targets and funding to PG courses and deregulate CSP for PG places. Notes the proposal by IRU to implement fee remission for PG studies (partial/complete), whereby a completed PhD student could get up to 100% fee remission on UG studies.</p> <p><b>Pedagogical intervention suggested?</b> None</p> <p><b>Points to future research agenda?</b> Not really</p>
<p>James, R. (2008). <i>PARTICIPATION AND EQUITY: A review of the participation in higher education of people from low socioeconomic backgrounds and Indigenous people</i>, Centre for the Study of Higher Education, University of Melbourne</p> <p>AUS</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> The Australian Higher Education sector has experienced persistent underrepresentation in HE for various ‘equity target groups’. At the time this report was being prepared, the proportion of low SES students of all Australian students had showed no progress since the statistics started being collected in 1991. This report was prepared in 2008 for Universities Australia (peak body established in 2007 representing the university sector in Australia) by the Centre for the Study of Higher Education at the University of Melbourne, an institution without a longstanding record in supporting students from underrepresented backgrounds. This study followed a Universities Australia funded report by the same Centre at Melbourne title Australian University Student Finances 2006 (Universities Australia 2007) which found that HE students were worse off in 2006 in financial terms than in 2000 when the previous study was undertaken.</p> <p><b>Aim:</b> Report reviewed available literature relating to “participation and success of people from low socioeconomic status (SES) backgrounds and Indigenous people in Australian higher education” (p.1). The authors explain that they are attempting to provide a clearer picture of participation in HE in Australia and an understanding of the factors that have led to areas of persistent underrepresentation for different groups in Australian society. The authors raise yet recoil from the question of “whether equity matters” (p.1) leaving the notion of ‘representation’ untested in terms of considering notions of parity of participation.</p>

	<p><b>Findings:</b></p> <ol style="list-style-type: none"> <li>1). There are major limitations in terms of using indices based on the postcode of students' home address to monitor participation in HE of people from low SES backgrounds and from rural and isolated areas;</li> <li>2). PGCW and areas of competitive entry are where you tend to find areas of underrepresentation for students from low SES backgrounds;</li> <li>3). "Social imbalances" in Australian higher education might not be as large as those in some developed nations, though direct comparison is difficult and the reasons are not well understood;</li> <li>4). Australian universities vary considerably in the proportion of students from low SES backgrounds due partly to geography and the effects of competitive selection based on school achievement;</li> <li>5). Low SES rural more underrepresented than low SES urban.</li> </ol> <p><b>Relevance to PGCW/ equity:</b></p> <p>The report finds the following that is in direct relation to PGCW:</p> <ul style="list-style-type: none"> <li>• Students from low SES backgrounds comprise less than 10 per cent of postgraduate students</li> <li>• Geographical measures of SES are even less appropriate for mature-age students and postgraduates</li> <li>• Without an individual measure of SES that is sensitive to the circumstances of mature-age students it is not possible to draw confident conclusions about equity and access in postgraduate education</li> </ul> <p><b>Pedagogical intervention suggested?</b> None</p> <p><b>Points to future research agenda?</b></p> <ul style="list-style-type: none"> <li>• The report makes it clear that study of the impact of low SES backgrounds and circumstances upon the educational achievements of mature-age students would be valuable.</li> </ul> <p>Report makes the following recommendation on page 9 - "Priority 3: Improve the level of Indigenous postgraduate enrolment, enhance Indigenous research and increase the number of Indigenous researchers." -</p>
<p>Kiley, M. &amp; Cumming, J. (2014). The impact of changing government policies and institutional</p>	<p><b>Context:</b> masters by coursework students as a cohort in Australia</p>

<p>practices on master's by coursework students in Australia: a viable pathway to the PhD? <i>Journal of Higher Education Policy and Management</i>, Vol. 36, No. 1, 99–111, <a href="http://dx.doi.org/10.1080/1360080X.2013.861052">http://dx.doi.org/10.1080/1360080X.2013.861052</a></p> <p>AUS Annotated by Liam Phelan</p> <p>01-01-16</p>	<p><b>Aim:</b> identify impact of govt policies and institutional practices on masters by CW students in Aust, especially with reference to masters by CW as a PhD pathway/preparation</p> <p><b>Theoretical frame:?</b></p> <p><b>Methodology:</b> document analysis for stats; semi-structured interviews with students, supervisors, deans, etc</p> <p><b>Findings:</b> the cohort is diverse, growing; some cross-over from PGCW to RHD</p> <p><b>Relevance to PGCW/ equity:</b> useful quant description of the cohort; the cohort is very diverse compared to other PG cohorts (e.g., ½ female, varied ages but getting younger)</p> <p><b>Pedagogical intervention suggested?: ?</b></p> <p><b>Points to future research agenda?:</b> only the idea that there's a potential linkage between PGCW and RHD and equity, given that PGCW can be a pathway to RHD (new, 'non-traditional'?)</p>
<p>Kiley, M. &amp; Cumming, J. (2015). Enhanced learning pathways and support for coursework master's students: challenges and opportunities, <i>Higher Education Research &amp; Development</i>, 34(1): 105-116. DOI: 10.1080/07294360.2014.934335</p> <p>AUS Annotated by Liam Phelan</p> <p>01-01-16</p>	<p><b>Context:</b> masters by CW programs as transitions to RHD (not 'terminal' degrees)</p> <p><b>Aim:</b> to argue for more flexible PhD pathways (i.e., not just honours)</p> <p><b>Theoretical frame: ?</b></p> <p><b>Methodology:</b> document analysis for the description of the cohort of Aust masters by CW students; semi-structured interviews with students, supervisors, deans, etc</p> <p><b>Findings:</b> masters by CW can be a PhD pathway</p> <p><b>Relevance to PGCW/ equity:</b> Q: can additional support for CW students to encourage them to transition to RHD programs be aligned with equity support goals and strategies?</p> <p><b>Pedagogical intervention suggested?:</b> more support, etc</p> <p><b>Points to future research agenda?:</b> see response to relevance question above</p>
<p>McCulloch, A. &amp; Thomas, L. (2013). Widening participation to doctoral education and research degrees: a research agenda for an emerging policy issue, <i>Higher Education Research &amp; Development</i>, 32(2): 214-227. DOI: 10.1080/07294360.2012.662630</p>	<p><b>Context:</b> Doctoral study and the widening participation (WP) agenda in the UK, with limited reference to Australia</p> <p><b>Aim:</b> review the scant literature, claim there's emergent institutional interest, set out a research agenda</p> <p><b>Theoretical frame:?</b></p> <p><b>Methodology:</b> document analysis</p> <p><b>Findings:</b> scant literature, no govt policy interest, emergent but still little institutional interest</p>

<p>UK</p> <p>Annotated by Liam Phelan 01-01-16</p>	<p><b>Relevance to PGCW/ equity:</b> <u>it's one model for how our project paper could be set out</u></p> <p><b>Pedagogical intervention suggested?: ?</b></p> <p><b>Points to future research agenda?:</b> big time! on (i) access, (ii) transition, and (iii) students' experiences</p>
<p>O'Donnell, V., Tobbell, J., Lawthom, R., &amp; Zammit, M. (2009). Transition to postgraduate study: Practice, participation and the widening participation agenda, <i>Active Learning in Higher Education</i>, 10(1): 26-40.</p> <p>UK</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> Report on then ongoing Higher Education Academy- funded project on PG transition (aimed at exploring gap in the literature). Discusses WP/ offers definition p.27-8.</p> <p><b>Aim:</b> To explore transition in postgraduate (UK) context/ unpack assumptions</p> <p><b>Theoretical frame:</b> Located in Communities of Practice framework – expansive view of transition to include learning, identity and participation</p> <p><b>Methodology:</b> Qualitative ethnographic methodology within critical realist frame. Used semi-structured interviews with postgrad (Master/ PhD) students on commencement and then fortnightly email interviews for first term, then monthly emails. Also conducted interviews with 6 staff members responsible for PG teaching/supervision. Analysis: grounded theory/ CoP framework</p> <p><b>Findings:</b> 1) heterogeneity of PG students: implementation of WP agenda needs to recognise diversity of student body – often PG students are assumed to be relatively homogeneous: <i>“This inaccurate assumption may arise from the idea that having an undergraduate degree means that students are skilled in the practices necessary for success in HE, and thus that there is little (if any) further transition to be made by that stage.... For all of them, difficulties in the transition to postgraduate study were experienced as difficulties in the mastery of key skills or academic practices, suggesting that postgraduate students do not come ‘equipped’ for their studies in higher education” (p.31).</i> Academic practices appear to be excluding some PG students. Discuss increasing student numbers in context of ‘credential inflation’ (Van de Werfhost &amp; Anderson, 2005) – PG quals likely to become more popular. PG students could have gap between UG (if studied at all) and PG course. Struggles with tech also problematic. Also changing into different discipline area experienced as challenging.</p> <p>2) teaching and learning at PG level: more independent learning (than for UG study) cited by students and staff but its translation into practice = unsatisfactory: <i>“Clearly it will be difficult for postgraduate students to engage in the level of independent study that is expected and required of</i></p>

	<p><i>them, when the academic practices which they encounter do not assist them in the development of such skills” (p.37).</i></p> <p><b>Relevance to PGCW/ equity:</b> Makes case that PG study is underpinned by assumptions about a homogeneous student body who have studied UG degree in same discipline and who have technological practices and familiarity with academic practices. Teaching and learning practices do not appear to do much to support students to become more independent learners: <i>“At present, participation, and so success, is undermined by university processes which do not account for individual knowledge and skill bases which serve to undermine successful postgraduate trajectories” (p.38).</i></p> <p><b>Pedagogical intervention suggested?</b> Nothing specific</p> <p><b>Points to future research agenda?</b> No</p>
<p>Stagg, A. &amp; Kimmins, L. (2014). First Year in Higher Education (FYHE) and the Coursework Post-Graduate Student. <i>The Journal of Academic Librarianship</i>, 40: 142-151.</p> <p>AUS</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> Looks at PGCW and transition – pointing out the lack of FYHE focus for PGCW students, particularly “foundational skills for academic success” (abstract). Study located at USQ - faculty in Business and Law had recognised need for more support for PGCW students (particularly locating and evaluating “reputable information sources” (p.142). Critique of generic study skills courses. Some discussion of affective domain (p.143-4). Review of transition/ PG notes that PhD/ international students have been primary subject of transition research (after UG students). Literature reports that students view themselves holistically (not compartmentalising their experiences/emotions). Cites Symons (2001) – The Glasgow Study – of PGCW students which noted that PGCW students experience difficulty understanding expectations (and academics assume PGCW students know what is expected on basis of PG study and rarely ask for help). <i>“This suggests that support for coursework postgraduate students (just as it is for undergraduate students) needs to be asynchronous, just-in-time and situated within the immediate discipline context” (p.144).</i></p> <p><b>Aim:</b> “to establish whether evidence of cohort differences existed between undergraduate and post-graduate coursework students in relation to their information seeking behaviour and confidence levels for assignment work” (p.146).</p> <p><b>Hypotheses:</b> 1) students (UG &amp; PG) will rely on OER rather than subscription sources; 2) students (UG &amp; PG) will lack confidence in ability to locate and evaluate academic information; 3) students</p>

	<p>(UG &amp; PG) will lack confidence in ability to collate information found; 4) role of librarian to be considered more highly by PG rather than UG students</p> <p><b>Methodology:</b> 3 year study – survey students to improve information literacy skills development classes within the disciplines based on 3 information literacy models: behavioural, process and communication (see Sundin, 2008). Students surveyed as part of class - 352 students responded over the 3 years (216 UG, 126 PG students). Survey administered by Keypad Clickers = 8 questions (likert scale)</p> <p><b>Findings:</b> Discussion of use of Google/Wikipedia (p.146). Only two aspects = statistically significant difference: UG students more likely to use Wikipedia and PG students more likely to seek help from librarian. All students overwhelmingly prefer Google as first place to seek help</p> <p><b>Relevance to PGCW/ equity:</b> Discusses how some students enter an MBA via RPL rather than UG study and so the MBA is their first experience of university. With little statistical difference between UG and PGCW cohorts, ideas about FYHE need to be reconsidered (p.148)</p> <p><b>Pedagogical intervention suggested?</b> Librarian-focused so no pedagogical discussion. Authors argue against bolt-on information literacy sessions and for embedded in courses</p> <p><b>Points to future research agenda?</b> Not really</p>
<p>Tobbell, J.; O'Donnell, V. &amp; Zammit, M. (2010). Exploring transition to postgraduate study: shifting identities in interaction with communities, practice and participation, <i>British Educational Research Journal</i>, 36(2): 261-278.</p> <p>UK</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> Reports on HEA-funded project exploring transitions into PG based on ethnographic work with students in 5 UK universities. This paper examines the multiplicity of identities = construct student experience and transition. Paper based around the dearth of literature exploring transitions to PG, based on assumption that “the nature of the transition is less challenging as it may be assumed that there is little to overcome in moving from undergraduate to postgraduate study because, essentially, the environment does not change” (p.261), which results “in their construction, albeit in an implicit way, as ‘expert’ students” (p.262)</p> <p><b>Aim:</b></p> <p><b>Theoretical frame:</b> Works from view of learning as social process; draws on Lave and Wenger’s theory of CoP. Theory of transition = shift between (from/to) educational environments (physical/ levels of complexity/ mode of study/ underpinning meanings of study – p.265): “ Transition identities, then, are not linear and ‘clean’. Rather they are the work of internalising and enacting</p>

change in the face of contradictory emotion and experience” (p.266). Also draws on Wenger and Butler’s ideas of the power of silence and absence of action (p.272)

**Methodology:** Ethnographic – to ensure micro/macro engagement with student/staff lives: 44 PG students (taught MA, research MA, doctoral), 6 staff members (f2f data collection); 180 students, 6 staff (participant observation data collection)

**Findings:** No differences between taught MA and doctoral students. Finding 1) dominance in data regarding students’ lives outside of studies and need for whole-of-life view of transition rather than restricting the view to students’ learning/engagement in curriculum. All participants (spontaneously) expressed frustration with the difficulty of balancing PG study and their “complicated” personal lives (p.269): “Many postgraduate students are giving up time and money, which indicates a commitment and involvement with the process but this exists in parallel with the tensions of family demands and self-denial” (p.270). Students’ self-reporting (through diaries) suggests that students with family responsibilities and jobs were time poor = unsurprising but important because “university structures tended not to be flexible and in many cases seemed not to be designed with the student in mind” (p.271).

There was little reference to students’ outside lives by staff members.

Students can “never achieve full membership of the CoP” (p.273) because = lack of ‘mutuality of engagement’ because they do not/ are not able to/ invited to contribute to changing the practices in the university = results in ‘peripheral trajectory’ (Wenger, 1998).

Discussion of independent learning and self-reliance: “It may be argued that the notions of finding out alone and independent study lend further support to our supposition above that the postgraduate student is constructed as already ‘expert’ and so less attention is given to their inculcation into university culture than to undergraduate students” (p.275).

**Relevance to PGCW/ equity:** No explicit connections made; highlights assumptions about ‘readiness’ of PG students and that students with jobs/families etc. are more time poor. Staff participants did not acknowledge complexity of students’ personal lives: The silence surrounding their outside lives within the university, coupled with the emphasis on independent functioning, may result in identity shifts that do not facilitate learning” (p.277)

	<p><b>Pedagogical intervention suggested?</b> None</p> <p><b>Points to future research agenda?</b> No</p>
<p>Strike, T., &amp; Toyne, J. (Eds.) (2015). Widening Access to Postgraduate Study and Fair Access to the Professions. The University of Sheffield.</p> <p>UK</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> From HEFCE-funded project from consortium of 6 selective, research-intensive (Russell Group) universities (Sheffield, Newcastle, York, Leeds, Manchester, Warwick) on Postgraduate Taught programs (PGT). Conducted 2014-2015. Project was in response to Browne Review (2010) – this report dedicated only one page to PG funding and argued that PG students should not receive same support as UG students but they also recognised that higher UG fees (cost to student) may deter students from progressing to PG. Cites Smith (2010) ‘One Step Beyond: Making the most of postgraduate education’, which highlighted how PG education has been “relatively neglected” (p.45; cited on p.10). Cites Sutton Trust report ‘The social composition and future earning of postgraduates’ which asserts that 30% of private educated students enter PG study 6 months after graduating, compared with 23% of state schooled counterparts. Also lists other UK-funded reports (p.11). PG applications for domestic (UK/EU) students declined in 2010/11 and 2011/12 by 15%. Alan Milburn (Gov advisor on Social Mobility) warned of risk of increased tuition fees on low SES students’ desire for PG study (see p.11-2)</p> <p><b>Aim:</b> Project based around 4 themes: financial, academic innovation, information/advice/guidance, understanding the student. P.14 - Financial aim: to develop, pilot and evaluate models of financing. Academic innovation aim: develop and implement new academic products. Information/advice/guidance aim: to develop and implement targeted interventions. Understanding the student: to provide a detailed picture of admissions/ enrolments and develop understandings of barriers and motivations to PGT study.</p> <p><b>Findings:</b> <i>Financial</i></p> <p>Chapter 3: Developed and trialled a scholarship scheme: 6 consortium universities offered 416 (increased from original 350 planned) scholarships of between £10,000 and £15,000 based on WP criteria (50% funded by HEFCE and 50% by consortium institutions). Table 3.1 = criteria employed by institutions. Dissemination was critical (p.22). Different ways of offering scholarships affected the</p>

number of eligible applications and uptake of offers. Demographic overview (p.24-5): e.g. 27% = disabilities. 10 were care leavers.

Chapter 4: Developed and trialed Professional Career Development Loans targeted at WP PG students. Identified that Cranfield and Durham University were developing their own PG loans up to £10,000. Consortium spoke to several banks/finance universities – but see announcement of government backed loan scheme.

Chapter 5: Match-funding came from philanthropic funds/ small gifts/ major gifts and employers  
*Academic innovation*

Chapter 6: Academic innovation in PGT: Pilot courses: PG award in Career Development (Uni Warwick); Gateway to Lifelong Learning (Uni Warwick) – a taster to encourage direct entry for local students without a UG degree; PG Awards Program (Uni Warwick) – individual accredited modules to support WP UG students to PG study; PG Award in Innovative Business Leadership (Uni Warwick) -developed to encourage SMEs in staff development and training. Uni Sheffield developed online toolkit for PGT programs: [www.sheffield.ac.uk/lets/pgttoolkit](http://www.sheffield.ac.uk/lets/pgttoolkit)

Uni Manchester trialed integrated Master's degree (4 year UG program with Year 4 at Master's level) – more common in professionally-regulated areas (Pharmacy/ Engineering)

Evaluation: “The pilot programmes delivered by The University of Warwick demonstrated that there is latent demand for postgraduate programmes from non-traditional postgraduate student groups and that where the programmes on offer are flexible and designed to meet their learning needs these students are able to make a successful transition to and through postgraduate courses of study” (p.49).

*Information/Advice/Guidance (IAG)*

Chapter 7: IAG and Employer Engagement: investigate non-financial barriers. Institutions often do not have specific staff for PG/WP students. This part of project explored staff perceptions and trialed new interventions. Findings of qualitative research with staff and students highlight how important it is to develop understandings of why students choose PG study (see p.50). Need for on-course support, especially where students were upskilling; innovative forms of IAG needed for students with responsibilities. Recommendations (p.51):

- Development of specific separate Information, Advice and Guidance strategies, at a national and institutional level, to support progression to postgraduate study from under- represented groups,
- Consideration of the way in which advice and guidance can be accessed, in addition to information, by students who are currently out of education;
- Further research to understand and inform the development of interventions for PGT students from WP backgrounds to address social and cultural capital;
- Further research to understand the relative impact of different types of IAG to support progression, retention and completion.

*Understanding the student*

Chapter 8: Understanding the student. Investigated students' motivations and barriers to PGT (qual/quant). Tools included: 'Pathways beyond Graduation' survey; applicant/registration data; 'Pathways to PG Study' survey & Alumni Qualitative Research (delivered by Careers Research and Advisory Centre – commissioned to conduct semi-structured interviews with 80 domestic UG graduates from six partner universities) & Futuretrack data analysis. Main finding: **GOOD ADVICE<sub>a</sub> + ATTAINMENT<sub>b</sub> + FUNDING<sub>c</sub> = ENTRY TO POSTGRADUATE STUDY**  
Lots of rich data here about motivations/ school background

**Recommendations:** *Financial:* PG scholarship schemes/ Professional Career Development Loan/ Matched funding/ *Academic Innovation* (including Toolkit for PGT programme)/ *Information, guidance:* WP approaches and interventions for UG students can be used to support PG students. Staff worried about patronising PGT students. Lots of assumptions exist about expectations that PGT students would understand what is expected of them (not the case). Understand that PGT cohort = not homogeneous. *Understanding student:* broad similarities observed across consortium universities, place of UG study appears to be significant for getting onto PG program. Academic attainment appears to predict PG access (class/gender/ethnic factors). Gaining employment = #1 reason for embarking on PG study (and some evidence to suggest students used PGT as a way to 'repair' wrong choices. Cost, not debt, important factor for students, although high debt appeared to be barrier to disadvantaged groups. Masters degree study = seems to correlate with job patters (PGT students = secure high-skilled jobs). Inequalities appear in transition to PG study – possibility of unfairness in admissions process (but cannot be generalised)

	<p><b>Relevance to PGCW/ equity:</b> Inequalities in SES/ ethnicity/ gender are likely to be result of inequalities in good advice and attainment and some impact of SES on funding.</p> <p>Typology for PG WP: suggest monitoring and intervening (not financial) on following factors: low SES/ type of secondary school attended/ FiF/ ethnicity and gender.</p> <p><b>Pedagogical intervention suggested?</b> Yes – in Chapter 6</p> <p><b>Points to future research agenda?</b> Yes: p.74</p>
<p>Wakeling, P. and Kyriacou, C. (2010) <i>Widening Participation from Undergraduate to Postgraduate Research Degrees: a research synthesis</i> Swindon: NCCPE and Economic &amp; Social Research Council.</p> <p>UK</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> PG students increased fivefold from 1990 – 2005 (mostly PGT) but growth in domestic research students remained flat from 2000-2010, suggesting other growth is from international students. Issues with PG: 1) concern for social justice – “keen to ensure that entry to postgraduate research is open to all regardless of gender, ethnicity, social class background or any other such characteristic and that none are unfairly disadvantaged in this pursuit” (p.14); 2) need to ensure ‘widest possible talent pool’ (p.15) to ensure that countries can complete in global knowledge economy; 3) how PG/research is funded</p> <p><b>Aim:</b> “to investigate research and summarise findings about widening participation from undergraduate to postgraduate research degrees” (p.5) – primarily UK literature but also international</p> <p><b>Methodology:</b> Literature review</p> <p><b>Findings:</b> Synthesis shows that little attention has been paid to postgraduate access/ widening participation to PG study. Most underrepresented group = women. No significant difference in SES with immediate movement into PG study but later uptake of PG study, low SES students are disadvantaged. Ethnicity appears to have an impact on access to PG study. Academic attainment appears to influence PG study: students who get 1<sup>st</sup> class honours, study a physical science subject and attend pre-1992 university = all more likely to go on to PG study (but not distributed evenly by gender, ethnicity, SES). There are clear and substantial differences between disciplines/subjects and PG study. Section on aspirations (p.33-4).</p> <p>CHAPTER 7: Socioeconomic status and access to postgraduate research</p> <p>7.1: definition of SEC (socioeconomic class); 7.2: relationship between PG and SES = “substantially under-researched” (p.59). 5 studies show that SES has little bearing on <u>immediate</u> progression to PG study (differences in participation more likely to be result of academic attainment/</p>

subject/institution attended than SES). However, high SES students appear to be overrepresented as later entrants to PG study (p.62 – see Wakeling, 2009).

#### CHAPTER 8: Ethnicity and access to postgraduate research

BME (Black and minority ethnic) students are well represented in UG but not so much in PG programs. Little is known about ethnicity and PG study (ethnicity is self-reported so some data are missing). Figure 2 shows ethnicity/research degree students for 2004/5 (p. 67). Subject studied appears to be significant.

#### CHAPTER 9: Gender and access to postgraduate research

While there is a substantial body of literature on women's participation in specific disciplines. There is less research on progression/transition to PG study by gender but still more than for SES and ethnicity. Men and women are distributed differently across disciplines (so while women are more represented in levels of education – vertical – they are less represented in particular discipline areas – horizontal – p.72). Women = more in 'people-focused and caring' subjects (teaching/ arts and humanities/ law); men are found more in STEM subjects

**Relevance to PGCW/ equity:** No initial participation rate benchmark of PG makes it difficult to analyse student demographics/ population – SES data is largely absent; little know about dependents of PG student. Little to no research has explored aspirations/ motivations for PG study. Same for admissions procedures to PG study and how students fund/ resource their PG study

**Pedagogical intervention suggested?** No

**Points to future research agenda?** Page 8 -9

#### Recommendations for further research

R1 A better understanding of the extent and nature of sub-doctoral research degrees is required, including the characteristics and motivations of students taking such degrees. = **defining PG study**

R2 There is a clear need for research into the process of applying for research degree study. This should cover how potential research students find out about research degrees and how they decide whether and where to apply (including their aspirations and perceptions of the benefits or drawbacks of a research degree). It should cover factors affecting their decision to apply and the decision-making process. It should also investigate whether there are inequalities in the offer of a place and/or funding on the basis of social class background, ethnicity, gender and so on. The *Futuretrack* project offers a potential model for such a study. =

	<p><b>application process</b></p> <p>R3 Research is needed on the mobility of students across subject disciplines and institutions between undergraduate and postgraduate research levels. There are clear indications that students with a first degree in certain subjects and from certain institutions are more likely to progress immediately to postgraduate research. However other patterns of 'import' and 'export' are unknown. = <b>mobility of PG students</b></p> <p>R4 Very little is currently known about postgraduate research students' financial circumstances. Further research is needed to establish the effect of financial factors on access and to understand sources of maintenance funding, the potential impact of student debt and supplementary income and employment. = <b>funding and financing</b></p> <p>R5 There should be further investigation of the influence on social class background on access to postgraduate research degrees, particularly in trying to understand patterns of non-contiguous entry and on the implications of any inequalities observed for the diversity of the research workforce. = <b>explore SES</b></p> <p>R6 Further research is required into ethnic inequalities in access to postgraduate research degrees, especially that which moves beyond description to consider why any differences arise. = <b>equity</b></p> <p>R7 Similarly, there is scope for a better understanding of the reasons why women are less likely to enter a research degree than men (across all subjects). An appropriate starting point would be large-scale quantitative research which compares participant and non-participant women. = <b>women</b></p> <p>R8 There is a paucity of research on the impact of other factors on take-up of postgraduate research, including family commitments (children, intimate partnerships), disability and sexuality. These areas should be investigated further. = <b>other factors: family/ disability/ sexuality</b></p>
<p>Whitty, G (2011) 'Securing the future of postgraduate education.' In: Coiffait, L. (ed). <i>Blue skies: new thinking about the future of higher education - a collection of short articles by leading commentators</i>. Pearson: London, pp. 99-102</p> <p>UK</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> Op/Ed: UK, post Browne report 2010 (which allowed universities to charge up to £9000 per year (which almost all English universities did). Browne proposed state funding should cease for taught Masters courses and not extending proposed UG support package to PG students. Universities recognised the threat before the government and have highlighted its possible impact on the future of academia.</p> <p><b>Highlights:</b> While PG student numbers appeared to have increased slightly, a significant proportion of Masters students were international (only 70 out of 3825 PG Engineering students were domestic in 2008). Funding for PG scheme for teachers was scrapped; fees for PG study increased in line with UG fees in 2012</p>

	<p><b>Relevance to PGCW/ equity:</b> Privately educated students are more likely to undertake PG study; Alan Milburn (English politician; Labour) suggested that lack of funding for PG had serious implications for ‘social mobility’. Massification of HE = “postgraduate study is an increasingly important social sorting mechanism”. Support for PG study is “hit or miss” – financial support available is inconsistent (studentships/career development loans); some are sponsored by employers; some self-fund. State subsidy for PG study proposed at time of writing would disadvantage students’ capacity to self-fund. Rationale for removing subsidy based on increased earning potential students would get (but see Whitty’s critique of this assumption).</p> <p><b>Pedagogical intervention suggested?</b> None</p> <p><b>Points to future research agenda?</b> Future of funding of PG study (suggestions include: flexibility in payment arrangements, employers should make greater contribution to costs, for key practice-based professions, the state could act as an ‘employer’, one-stop shop for information.</p>
<p>Whitty, G. and Mullan, J. (2013). 'Postgraduate education: overlooked and forgotten?' In: Callender, C and Scott, P, eds. <i>Browne and beyond: modernizing English higher education</i>. Bedford Way papers (42). IOE Press, London, pp. 173-194.</p> <p>UK</p> <p>Annotated by Sally Baker</p>	<p><b>Context:</b> Discusses PG study/ research – first level of context is financial = noting that although Coalition government (2011-2015) have to some extent protected research funding (compared with teaching funding), other sources of income have diminished due to GFC and austerity measures and distribution of research funding now tied to system of measurement (REF). Postgraduate Teaching (PGT) and Postgraduate Research (PGR) did not feature prominently in Browne Review (2010), despite postgraduate study featuring in its terms of reference. In context of increased UG fees, PG issues arguably got lost. PG issues discussed in terms of potential future lack of academics (if students are put off from PG study after accruing high UG debts).</p> <p>Why does PG matter?: 1) many PG students in UK are international students = not necessarily producing domestic academics; 2) PG study supports economic growth – future postgraduate ‘skills’ shortages forecasted by leading figures such as James Dyson; 3) PG study supports/feeds ‘cultural health’ of nation; 4) PG level study contributes to professions (e.g. teaching); 5) “Fifth, there is a social justice and access argument for thinking about how to support postgraduate education. Thus, in addition to the overall supply issues identified above, there are major concerns about fairness, equity and opportunities for social mobility” (p.177). Higher proportional percentage of PG students is private school educated (see also Wakeling &amp; Kyriacou, 2010).</p> <p>Offers a typology of PG in UK (p.181): PGT, PGR and Postgraduate Professional (PGP)</p>

**Table 2: A typology of postgraduate provision (adapted from Higher Education Commission, 2012)**

<b>PG Taught</b>	<b>PG Professional</b>	<b>PG Research</b>
Postgraduate <b>diploma</b> and <b>Master's</b> courses, extending an individual's knowledge or allowing them to convert to a new discipline	<b>Professional certificates and diplomas</b>	<b>Research Master's</b> – e.g. MRes: includes methods training and often used as a stepping point to a PhD; MPhil: sometimes used as a PhD exit point
<b>Integrated Master's</b> such as MEng	<b>PGCE</b> (Initial Teacher Training) and similar licences to practice	Traditional model <b>PhD</b>
Postgraduate <b>modules</b> , e.g. Open University courses	<b>Vocational Master's courses</b> – either as CPD or preparing individual for a particular profession	<b>'New route' PhD</b> – with larger taught elements and wider skills training
	<b>MBA</b>	Some <b>professional doctorates</b> – that count in REF (Research Excellence Framework)
	Some <b>professional doctorates</b> – where required as licence to practice but not included in REF	

Lack of consistent application processes and reporting of PG students makes it difficult to map and understand the field.

Discusses different funding options suggested by Higher Education Commission (group of parliamentarians, business leaders, education leaders)

**Key point:** More focus on funding options for PG students needed

**Relevance to PGCW/ equity:** Point 5 in 'Why does equity matter?'

	<p><b>Pedagogical intervention suggested?</b> No <b>Points to future research agenda?</b> Not really</p>
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